

# Bulletin

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Supplement:  
Report of the Special Presidential Committee on Promotions Policy

## Academic Affairs

reacts to OSAP changes, reluctantly  
endorses visa student fee policy

Accepting recommendations contained in a report from its Subcommittee on Admissions and Awards, the Academic Affairs Committee voted at its Nov. 24 meeting to forward to the Minister of Colleges and Universities revisions to Ontario Student Assistance Programs without the approval of Governing Council. Patrick Phillips, from the University's Office of Admissions, outlined the urgency of the situation, explaining that the government's policy would be formulated in January, and that Dr. Parrott's invitation to universities to respond to the new programs must be met by U of T well before that time. "We must submit this immediately in order to have any effect at all," he said.

The subcommittee's report:

1. commends the ministry for the elimination of the current \$1000 mandatory

Canada Student Loan threshold in the provision of grant assistance which will presumably be of particular benefit to low income students

2. recommends that grants be distributed on the basis of graduated formulae to ensure that students from lower/middle and middle income families will not be excluded from a share of the Ontario Study Grant Plan

3. recommends that there be a further significant increase in the number of Ontario Graduate Scholarships in 1978/79

4. recommends an increase in the number of grant eligibility periods to minimize the potential for adverse steering effects and to maintain accessibility for students

*Continued on Page 2*

## Librarians accept working group's recommendations

U of T librarians voted Tuesday, Nov. 22 to accept the recommendations of the working group formed to develop policies on the terms and conditions of their employment. President Evans had appointed the working group following the signing of the *Memorandum of Agreement* last spring.

The report of the working group, chaired by Professor Roger Savory, was printed in the *Bulletin* of Nov. 7 and specifies employment conditions for librarians, similar to those which the Haist Rules specify for faculty. Final approval of the

report rests with Governing Council and UTFA, but as part of the approval process, the faculty association had agreed to conduct a referendum among the librarians.

The results of that referendum were 111 in favour of the report's recommendations and 22 against it. There were two spoiled ballots. This represented an 83.4 percent majority in support of the proposals. The total turnout (135) amounted to 80 percent of the 167 professional librarians employed at the University.

## Planning and Resources

approves space allocation for Sandford Fleming

At its Nov. 21 meeting, the Planning and Resources Committee gave its approval to a space allocation plan for the reconstructed Sandford Fleming building whereby Engineering, Computer Science, and part of Forestry would be housed in the building. The libraries of the three faculties would be consolidated with the science component of the Science and Medicine Library and located in the reconstructed quarters.

Vice-President Harry Eastman reminded the committee that if the ministry does not provide funds for renewal of the demolished building, the committee will have to vote on using University money for the purpose. Nor does the plan determine the occupants of other buildings, he pointed out. Since there has not yet been a decision on the possible merger of UTCC with York and Ryerson computer facilities, space allocation in the McLennan Physical Labs cannot be settled at this time.

Later in the meeting, SAC representatives made a presentation, complete with

slide show, that reviewed the history of the Campus-as-Campus-Centre project. According to student governor Michael Treacy, the concept originated in 1971 when architecture students proposed that, instead of one campus centre building, the entire campus be upgraded so as to enhance the quality of University life. The area west of St. George and south of Harbord was considered particularly deficient in lounge and eating space, and the first phase of the project was to be a bazaar adjoining Sidney Smith that would contain student services, a bank, fast food outlets, and lounges — a plan approved in principle by Governing Council on Dec. 18, 1974.

However, in June 1975, Business Affairs placed a restriction on the project: that it be self-financing as to capital and operating costs. Students claim that this has brought the project to a halt since the building's other facilities cannot generate sufficient income to carry the cost of the lounge space.

*Continued on Page 7*



President Evans congratulates Peter Richardson upon his installation as principal of University College, Nov. 23



# Job Openings

Below is a partial list of job openings at the University. Interested applicants should read the Promotional Opportunity postings on their staff bulletin boards, or telephone the personnel office for further information. The number in brackets following the name of the department in the list indicates the personnel officer responsible. Please call: (1) Sylvia Holland, 978-6470; (2) Penny Tai-Pow, 978-5468; (3) Manfred Wewers, 978-4834; (4) Ann Sarsfield, 978-2112; (5) Beverly Chennell, 978-7308.

**Clerk II** (\$7,430 — 8,740 — 10,050)  
Press (2)

**Clerk III** (\$8,180 — 9,620 — 11,070)  
Applied Science & Engineering, Faculty Office (5), Personnel (4), Media Centre (4), Arts & Science (1)

**Clerk Typist III** (\$8,180 — 9,620 — 11,070)  
Nursing (4)

**Secretary I** (\$8,180 — 9,620 — 11,070)  
International Student Centre (4), Health Administration (4), Family & Community Medicine, p/t (4)

**Secretary II** (\$9,000 — 10,590 — 12,180)  
New College (2)

**Secretary III** (\$9,900 — 11,650 — 13,400)  
Arts & Science, Dean's Office (1)

**Secretary IV** (\$11,010 — 12,960 — 14,900)  
School of Architecture (5)

**Library Technician III** (\$8,180 — 9,620 — 11,070)  
Media Centre (4)

**Laboratory Technician II** (\$11,010 — 12,960 — 14,900)  
Pharmacology (2), Pathology, temp. (4)

**Laboratory Technician III** (\$12,860 — 14,310 — 16,450)  
Pharmacology (2)

**Programmer I** (\$10,460 — 12,310 — 14,160)  
Pharmacology (2)

**Programmer II** (\$12,860 — 15,130 — 17,400)  
Business Information Systems (5), Student Record Services (1)

**Hall Porter** (\$5.40 per hour)  
Hart House (5)

**Writer** (\$14,990 — 17,630 — 20,270)  
Information Services (1)

**Assistant Director** (\$18,470 — 21,730 — 24,990)  
Private Funding (1)

**Chief Engineer, Central Steam Plant** (\$18,470 — 21,730 — 24,990)  
Physical Plant (3)

**Senior Accountant** (\$21,680 — 25,510 — 29,340)  
Comptroller's Office (5)

## Sci-Med library carrels

The Science and Medicine Library now has the balance of its facilities, including reading rooms and carrels, since the Engineering Library has found a new

home in the Metro Library Building. Open carrels with book lockers have been set up and 20 will be assigned to patrons. Applications are invited from faculty members, postdoctoral students and graduate students in science and medicine disciplines. Application forms are available at the circulation desk of the Science and Medicine Library and will be received until *December 3*.

Carrels will be distributed among the faculties according to these priorities: (1) full-time doctoral students in science and medicine disciplines; (2) full-time faculty on leave in science and medicine disciplines; (3) full-time post-doctoral students; (4) other full-time doctoral students; (5) faculty requiring space other than their office space for research; (6) full-time master's students in science and medicine; (7) part-time doctoral students; (8) part-time master's students.

It is expected that assignment of carrels will begin after Dec. 9. For further information or application cards, please ask at the Science and Medicine circulation desk or telephone the circulation librarian at 978-2284.

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## Academic Affairs Continued from Page 1

engaged in long-term academic programs, throughout the terms of such programs.

5. recommends that the number of grant eligibility periods for part-time students be adjusted in view of their smaller course loads and their consequently longer period of post-secondary attendance.

6. strongly supports the ministry's intention to introduce grandfather clauses to prevent the sudden financial disenfranchisement of students still with a number of years of graduate or undergraduate study to complete.

7. recommends that the 1978/79 Ontario Study Grant Plan budget should receive the same growth factor enjoyed by the rest of the post-secondary sector.

8. strongly urges the Minister of Colleges and Universities to announce further details and information as soon as possible so as to eliminate the current state of student anxiety and to ensure that discussions between the ministry and the post-secondary sector in the weeks to come are soundly based.

The report was criticized by a representative of the Graduate Students' Union and by a student spokesman from the professional faculties of law, dentistry and medicine for not proposing recommendations which would make a significant difference to graduate and professional students. "The report is a dragon in respect to its preamble but a chicken in its recommendations," said student member Michael Treacy.

The committee concluded its review of the University's visa student fee policy by adopting a resolution prepared by Professor Tom Langan:

"No policy in recent memory has so offended the collective conscience of the entire University community as the government-mandated 250 percent increase in fees for visa students. The Academic Affairs Committee is convinced that this parochial policy will

be seriously detrimental to the academic quality of this University, depriving us as it does of large numbers of students who bring with them from many lands experience of other cultures, of many classes, and many unfamiliar skills. The damage done will be out of all proportion to the small savings involved. Discriminatory towards needy foreign students, the policy is curiously out of keeping with Ontario's status as an affluent province in a privileged country. It ignores the fact that members of our university faculties have received advanced degrees in very many instances at the expense of foreign states and that we now owe a debt to humanity in our turn.

"In view of these considerations and whereas the policy of the government has left the University of Toronto no practical alternative to passing on its mandated increase in fees for visa students, be it resolved:

"that the recent fee increase for visa students be maintained, with the utmost regret;

"that the Budget Committee give very careful consideration to substantially increasing the funds available to visa students through open fellowships and assistance funds;

"that the University administration approach the federal government to explain the urgency of increasing financial assistance to students from the Third World;

"that the President, accompanied by a representative committee of his choice, meet again with the Minister of Colleges and Universities to convince him of the undesirability of this policy; and

"that the Academic Affairs Committee review fees for visa students annually, until such time as it becomes possible, under changed government policy, to equalize them."

At its next meeting on Dec. 8, the committee will resume its discussion of academic offences and will examine proposed amendments to the Code of Behaviour.

## Internal Affairs

### concludes discussion of Health Service

On Nov. 22, the Internal Affairs Committee met to complete its discussion of the report of the Health Service working group.

A motion was passed that "the University make an annual contribution to the total costs of maintaining the Health Service which corresponds to the amount found by multiplying the total budget of the Health Service by the percentage of total individual services rendered to non-student users; provided, however, that the minimum contribution shall not be less than the sum of the salary of the director and physical plant costs; the cost of

maintaining the psychiatric resident doctors; the amount of \$20,000 until such time as savings with respect to clerical staff can be achieved upon the administrative consolidation of the service".

The committee agreed that the full cost of providing the Athletic Injury Service should be borne by the Department of Athletics and Recreation; and, that beginning with the 1978-79 fiscal year the Health Service fee for full-time students on the St. George campus be increased by six dollars, from \$12.50 to \$18.50.

The committee's next meeting will take place on Dec. 13.

## The study of semiotics

How does communication occur? Not vocal communication, but the other kinds — body language, animal communication, artistic communication and the like?

A group formed to explore these issues, the Toronto Semiotic Circle, will hold its next meeting on Dec. 3 when Dr. Philippe Martin of the Experimental Phonetics Laboratory will speak on "Analysis of Intonation: Building a Reality". According to Dr. Martin, an analysis of linguistic intonation will be used as an example to illustrate different approaches to the solution of typical semiological problems.

Semiotics concerns itself with how communication occurs, its basic requirements, and the structures or principles that are present in any passage of information to the perceiver. The research being done by the thirty members of the circle is both theoretical and empirical and includes subjects such as the semiotics of the theatre, right and left-handed signals and their neurological basis and communication in small groups.

The circle meets monthly throughout the academic year and future speakers will include Professors Peter and Mary Salus of Scarborough College.



# Kidney transplants



The success rate of kidney transplants among U of T teaching hospitals is now internationally recognized. A recent survey of the results of the past decade shows that compared with overall world results, Toronto's patient survival rate is 10 percent higher. In fact, one patient has been living a normal life ever since he acquired a new set of kidneys at the Toronto Western Hospital 11 years ago.

According to Dr. George deVeber, director of the Division of Nephrology at the Western Hospital, the outstanding success is due to several factors: close co-operation among specialized teams in each hospital, careful tissue matching, skillful surgery, a growing public awareness of the patient's dependence on those who donate their organs, and the efficiency of the team that swings into action the moment kidneys become available.

When a pair of kidneys are to be collected from Barrie, for example, a unit from MORE (Metro Organ Retrieval and Exchange) is despatched from the Toronto General Hospital to collect them. A special pump keeps the organs "alive" during the journey and until they are to be transplanted.

Several hours before the kidneys are to be collected, a sample of the donor's blood is sent to the Toronto Western Hospital for "typing". Once the blood type of the donor is established, attempts are made to match it with that of a patient who has been living on dialysis — some for as long as eight years.

If the organ can be matched to a patient, then the surgery is done at either the Western, Toronto General, or St. Michael's hospitals, or at the Hospital for Sick Children. If the kidneys are not of a type needed in Toronto, they are sent to another centre in Canada where they can be used.

Why have kidneys been transplanted more successfully than hearts or lungs? Dr. deVeber explains that "if the body begins to reject the kidneys, the patient can be assisted by dialysis again until the new organs begin to function properly.

"Furthermore, the patient can carry on with a kidney that has as little as a 10 percent function — unlike the heart which operates like a pump and must work as a unit."

The degree of rejection has been reduced by careful cross-matching of donor to recipient according to their antibodies — the properties that tell the body when the new tissue is "non-self". In spite of tissue-matching and the routine use of immunosuppressive drugs, he says, most patients have episodes of rejection which can usually be reversed by increasing the dosage of the drugs.

"When the ideal immunosuppressive drug is developed," says the physician,

Dr. George deVeber, dialysis machine, patient.

"then heart and lung transplants will enjoy an even higher success rate."

Dr. Gerald Cook, a urological surgeon at both the Western Hospital and the Hospital for Sick Children, has done over 230 transplants. "When a patient needs a transplant," he says, "the first thing he should do is try to get a donor from his family. The relative can live a normal life and the results for the recipient are much better — an 80 percent survival rate compared with a 65 percent survival when a cadaver kidney is used."

The kidneys used from outside of the family often come from a young person who has suffered a severe head injury — usually a young male who has been in a road accident and who is in coma for a few days. When "brain death" is established, the kidneys are removed.

Dr. Cook says that the first three months after the transplant are a critical period for both rejection and infection. He also points out that the patient must continue to take immunosuppressive drugs for the rest of his life.

So far this year, 138 transplants have been done in Toronto, but every year 200 new patients are added to the waiting list — and added to a backlog of some 300 patients waiting on dialysis at home or in hospital. More donors are always needed, a situation Dr. deVeber hopes will be alleviated by having people complete the organ donor consent form attached to the Ontario driver's licence — a step he pioneered.

"Patients on dialysis can be rehabilitated to some degree," says Dr. deVeber, "but the successful renal transplant patient can return to an essentially normal life."

Toronto leads the world in kidney transplants today as it did in 1948 when Dr. Gordon Murray did the first at the Toronto General Hospital "as a temporary measure". And the first transplant to be done in a large scale program was done at the Western in 1965. To date some 25,000 kidney transplants have been done in the world, with the longest survival period being 20 years.

The commonest cause of kidney failure is Bright's disease, or glomerulonephritis, and it may affect anyone of any age. Congenital conditions in the urinary tract and high blood pressure also cause renal failure — as do polycystic growths in the kidney, a condition which manifests itself when the patient is in his 30's or 40's.

Before the 1960's, the patient in "end stage kidney failure" simply did not survive. Today, his chances of living a normal life are getting better all the time.

## ...and the rescue team that makes it all possible

The drama surrounding the departure of a Toronto team that retrieves organs for transplants is just as colourful as television portrays it to be. But the members of MORE (Metro Organ Retrieval and Exchange) who are responsible for acting on the dramatic despatches look forward to the day when signing your organs over to someone who can use them will be as commonplace as giving blood.

Dr. Michael Robinette, a urological surgeon at the Toronto General Hospital and chairman of MORE, explains that the retrieval team is on 24-hour-call. Moreover, on arrival at the donor hospital, team members will either assist the attending staff or assume full responsibility for looking after the organs.

"Knees and corneas may be retrieved up to 14 hours after death, but kidneys must be removed immediately. It is now possible to sustain kidneys by means of a perfusion machine which keeps them chilled and saturated with an appropriate solution," says Dr. Robinette.

If the organs are not needed at one of U of T's teaching hospitals, they are then flown to other parts of Canada where they can be used. During flight, the kidneys are "sustained" on the perfusion machine under the surveillance of a technician.

The MORE program has become a model for other centres in Canada. Since it was established 18 months ago, Dr. Robinette has observed a growing public altruism toward donating organs. "Today a family will approach the doctor and

offer a relative's organs," says the U of T lecturer. "And certain religions which do not sanction autopsy, will now permit the organs to be used because transplants constitute a 'gift of life'. The new consent form on drivers' licences is also contributing to the success of the program, but much wider participation is needed."

There are seldom fewer than 10 and sometimes as many as 25 kidneys donated in a month through MORE. Prior to the MORE program, on an average, only five transplants per month were done. But Dr. Robinette stresses that there is still a great need for improvement because, in the province of Ontario alone, some 500 patients are waiting for a transplant. "They are living on dialysis which costs \$40,000 a year in hospital, slightly less at home. A kidney transplant costs \$5,000, most of which is expended on hospital care."

The team members of MORE and patients who have benefitted from their efforts are grateful to the Ford Motor Company of Canada for its gift of a van, and to the Manufacturers Life Insurance Company and the Owen Sound Rotary Club for their donation of two perfusion machines.

MORE and Dr. Robinette's research ("trying to find out why some kidneys are rejected and some are not") are supported by the Ontario Kidney Foundation.

## Playwright Carol Bolt is U of T's 1977-78 writer-in-residence



Carol Bolt, playwright, is at 36 one of the youngest writers-in-residence in the nine year history of the position, and one of the most prolific. The author of *Red Emma* and *Desperadoes*, she has 17 plays to her credit and another well underway.

At one time, Carol squeezed her writing into the hours between midnight and three. But today she can write in a more leisurely fashion — from her office in Massey College, in the home she shares with her actor husband and their four-year-old son, or whenever she finds herself "just gazing out the window".

Ever since she can remember, she has been writing, and her childhood travels through Northern Canada, coupled with a variegated postgraduate career, have provided her with an ample supply of material for her plays.

After graduating from the University of British Columbia, Ms. Bolt worked in Canada and England on surveys and market research, in libraries and offices. For a short time she worked on *The*

*Stratford Herald Beacon*, and at one point she even started a small theatre. Although she was learning a lot about producing plays, she didn't think of herself as a playwright until she began writing plays for Susan Rubes of the Young People's Theatre.

However she viewed herself in the early days, she is now recognized as a major contributor to Canadian theatre. Heartened by the new opportunities for theatre in Canada, she readily communicates her enthusiasm to the students who seek her counsel.

When Carol, as writer-in-residence, reviews a student's manuscript, she keeps in mind how destructive criticism can be and always "tries to point out what is good in the writing so that the author will learn to assess his own efforts". Once a week, she holds a writing seminar at which the students' works-in-progress are discussed.

With the guidance of Carol Bolt, it looks like a good year for literary progress on campus.



# Graduate Studies

report examining past, future of SGS  
concludes in this week's *Bulletin*

How many of us would argue that, taking the provincial system as it has come to be, recent changes in public priorities are wholly ill advised? In truth, in the province we have too many graduate programs to permit the sustaining of excellence where it has been achieved and to build it where it is needful to do so. It is probable that not all of our doctoral programs can be sustained at the level of quality acceptable to the school.

With respect to our economic expectations for the future it is important to note the structural change to a service-oriented society that has been evolving in the province. In Ontario today only one in ten persons employed is engaged in the primary sector of the economy which extracts nonrenewable and renewable resources through mining, farming and forestry. Three in ten are engaged in the secondary sector of manufacturing that characteristically adds economic value to primary products. The remaining six in ten are engaged in the tertiary sector delivering services through governments, education, health care, consulting, advertising, retail sales and so on. It is a simple economic fact that the possibilities for allocating funds to the tertiary sector depend largely on the technological surplus gained in the primary and secondary sectors. The tertiary sector now significantly exceeds in size the other two.

A major consequence of the burgeoning of the provincial system of graduate studies has been to bureaucratize the relations of each university to the government and to other universities. The external bureaucracy now includes the Ministry of Colleges and Universities, the Ontario Council on University Affairs which acts as a buffer between the universities and the government while advising in funding policies, and the Council of Ontario Universities which is the presidents acting in collective autonomy at the peak of a pyramid of committees which include the Ontario Council on Graduate Studies (the collection of graduate deans) and its Appraisal Committee and Advisory Committee on Academic Planning. The claim of this system upon the President and the school's administrative deans is massive, and the funding policies it generates are crucially important to the survival of graduate studies. Its influence on standards and the shaping of programs is reflected in appraisals and planning assessments for it is the agreed function of the Appraisals Committee to ensure through external appraisal a minimum quality standard in all graduate programs, and of the Advisory Committee on Academic Planning (ACAP) to prepare "rational" provincial plans for the articulation of disciplines. It is anticipated that during the next decade all graduate programs in the provincial system will be subjected to the scrutiny of appraisal and of related provincial plans prepared by discipline.

Of deep concern to us is the increasing intervention of the provincial bureaucracy into areas of academic judgement as it seeks to "rationalize" the provincial system in response to toughened government priorities. The macro-indicator project for doctoral programs is a recent example and the propensity of the bureaucracy to use these bald and often ambiguous quantitative data to quantify the quality of academic programs is deeply disturbing. Nevertheless we have ourselves argued for a deeper concern for quality and greater differentiation in the roles of the different universities as sound principles on which to base both internal and external planning for graduate studies. One of the peculiar features of the external bureaucracy for graduate studies is that it has served to focus attention on and

to propel resources into graduate studies without equivalent attention being given to the central question of the balance between undergraduate and graduate studies. The soundest basis for graduate studies surely will remain first-class undergraduate studies.

A decade of provincial funding based on uniform formula income per student per university suggests that if the University is to have a special place in the sun it will be based on the verifiable quality of our staff and students and on the distinctiveness and quality of the foci of scholarship and research that we choose to commit ourselves to. In this regard we are not uniformly as good as many of us would like to think. Nevertheless there exist a goodly number of beacons of fine quality within our midst that provide the kind of internal standards from which we ought to draw more inspiration and toughness of mind while benefitting from external appraisals from whatever source they may come if well founded. Our goal must be so to perform as an institution that we can influence the principles adopted for the provincial funding of graduate studies in the period that follows the current freeze which ends in 1979. If funding policy is a key bureaucratic factor in our existence, there are other elements of policy that are new and disturbing. A major one is the parochialism reflected at both the provincial and federal level in differential fees and the exclusion from awards of non-Canadians. The perception of governments appears to be that the growth of graduate schools has been achieved and is sustained by an inordinate dependence on students from other lands. After excluding a group of historically distinctive and outstanding programs, there is evidence to support this allegation for the provincial system as a whole particularly as the pool of highly qualified young Canadians prepared to commit themselves to graduate studies now is shrinking in response to current circumstances. Quite apart from changing preferences among persons holding first degrees it is important to note that basic demographic data for the regions of Canada reveal a peak in the number of persons in the age group 18-24 occurring about 1982 followed by a sharp decline to 1990 by as much as 35 percent in Quebec and 15 percent in Ontario, although the metropolitan area of Toronto is likely to see little decline.

Thus the lower public priority assigned to graduate studies reflected in sharp constraint on university growth, the evidence for a now shrinking body of eligible and willing Canadian students, manifestations of parochialism, the withdrawal of the federal government from a direct influence on the funding of universities and its new emphasis on problem solving rather than basic understanding in research funding are factors that combine to create an external environment that is reverting from that of the singular decades of the immediate past to what is historically a more customary one. Our expectations and the firmness of our judgements will require substantial adjustment if we are to avoid much frustration.

## The Internal Environment

A key change in the pattern of academic life is the sharp decline in the rate at which new intellectual blood is entering the arteries of departments and centres through new appointments. Indeed notable decreases in numbers of staff have occurred and will continue to occur. We live in an intellectual city in which for a decade at least we are destined to grow old together in the comfort of tenure as the age profile of staff adjusts to the termination of a period of rapid growth. At the

same time the numbers of young people of superior ability who choose to continue in graduate studies particularly to the doctorate is likely to continue to decline in many but not all disciplines. Lack of adequate financial support, growing awareness by students of what they perceive to be negative factors in the external environment, and demographic trends as indicated previously are important factors that will continue to influence enrolments. From the fact that the fraction of applicants being offered admission is rising, it may be inferred perhaps wrongly that minimum quality standards are beginning to be pressed.

Internally the movement of the sixties towards participatory democracy is expressed more than symbolically in our unicameral system of governance, which while probably offering an improved basis for ensuring outward accountability for the use of public funds, has radically altered the relation of academic divisions to decision making. Accompanying the stresses of this new mode of governance has been a rising level of litigiousness about all facets of university life.

The vitality of the University is sustained, as it always has been, by the quality of our students and by the quality of the teaching, scholarship and research of staff. At a time when many standards appear to have been weakened by the sheer flux of unordered social change, there is a call to excellence that is innate in the best if this University and not least in the school. The challenge in harder times is to emphasize that quality of discrimination both in academic judgement and resource allocation that will ensure the selective support of excellence and the pruning away of what we are not able to do well enough.

## Questions for the present

While the School of Graduate Studies functions in an administrative sense primarily as a unitary regulatory body under which the office of the dean guided by the council of the school has some influence but little direct authority, we wish for purposes of raising certain questions about future direction to conceive of it as the conjunction in graduate studies of the scholarship and research of the some seventy graduate departments whose work defines the complex intellectual mosaic of this University for which graduate faculty, all facets of University administration and indeed students share responsibility. Karl Jaspers has defined the modern university as the corporate realization of man's will to know. The scholarship and research of the university coupled to graduate studies is the cutting edge of this will.

What differentiates the School of Graduate Studies in the University from those in all but a very few other universities in Canada is its diversity and scale in both graduate studies and research. Few institutions of higher learning can aspire to become major research-based centres for graduate studies. The University of Toronto is one of these and it is with the well-being and quality of the research-based fabric of graduate studies that this review is centrally concerned in a radically changed environment following unprecedented growth. A series of questions is now presented. These questions are intended to direct attention to potential principles and means whereby the role of graduate studies in the University may be reaffirmed and differentiated within the provincial system. These questions are prefaced by a brief note on the dependence of graduate studies on undergraduate studies.

## Dependence of graduate studies upon undergraduate programs

During the years of massive growth in graduate studies which have been paralleled by the emergence of new freedom of choice in undergraduate programs the

importance of the latter studies as underpinning for high quality graduate studies has been given less attention than it deserves. If remedial studies especially in languages and mathematics have come to be necessary upon entrance to university from the post-secondary schools, master's programs have for some students become unreasonably prolonged experiences of adjustment to the challenge of graduate studies. While specific vocational objectives legitimately define the ground upon which many students desire to and ought to employ their talents, the University, including the professional schools, is false to its own essence if the development of individual talent and capacity for comprehending the human condition is not the primary goal. Now that higher education in the public mind has lost the false gloss of unreasonable expectations, the issues for competence, character and conscience deserve reaffirmation in both undergraduate and graduate studies. It is easy enough to ask the rhetorical question, how may emphasis be shifted from specific substance to character and the clearer definition of what we expect of students?

## Intellectual leadership and the place of the Ph.D.

The section on graduate studies of the brief of the University to the Ontario Council on University Affairs for 1977 closes with the following statement which seeks to draw attention to a core of graduate studies. "Accessibility to first-level post-secondary education in the community colleges and universities has been a touchstone of recent government policy that has been generously supported by the public through a diversity of provincial institutions. But the spectrum of educational endeavour beyond this first-level is perhaps too readily left undifferentiated within a single category called graduate studies. There is, of course, a whole topography of institutional endeavour which seeks to serve a wide range of personal and institutional objectives — education for research in the sciences and service in the professions, education for scholarship in the humanities, education to facilitate career advancement or to make possible career transitions, continuing education based on the curiosity of citizens young and old. We would define the core of graduate studies to be that in which the objective is the preservation, refinement, discovery and extension of knowledge about matter and materials, about the processes of life and death, about man and his imagination, about his contrivances and actions, about his congregations in families, factories, farms and cities. It is a core motivated by human curiosity as expressed in the scholarship that is peculiar to the university. The wise nurturing of this core is the critical question underlying our very practical discussions. Much that is beyond this core can be and perhaps ought to be achieved by more diverse social means. And there is need for intellectual innovation within the core as served by the universities."

The Ph.D. is at the heart of graduate studies and by the standards and quality reflected in it the vitality and measure of intellectual leadership of a research-based school is determined. For the reasons suggested in earlier sections of this review it can be argued that in some disciplines we have been accepting more students for the Ph.D. than is wise both for the good of some departments and some students. We recognize that this is a matter of judgement over which there is likely to be controversy. The issue can be put as a series of questions. The first is: should we limit admissions to the Ph.D. to the number of students to whom we can give assurance of reasonable and merited financial support? Institutions such as Harvard have recently adjusted downward graduate enrolments in several disciplines to achieve such an objective.



# REPORT OF THE SPECIAL PRESIDENTIAL COMMITTEE ON PROMOTIONS POLICY

November 15, 1977

Dr. John R. Evans,  
President,  
University of Toronto.

November 15, 1977.

Dear Dr. Evans:

It is a pleasure to transmit to you the final report of the Special Presidential Committee on Promotions Policy.

You will note that our report does not deal with the matter of changes in status from Tutor to Senior Tutor. This is because in our view this change simply involves a change in the length of the contractual relationship between the individual and the University and does not involve a promotional decision as it is usually understood.

If our recommendations are approved by the Governing Council, there will remain a question of academic staff members whose present ranks become anomalous. Accordingly, we make the following recommendations to you:

- Where an Assistant Professor has been granted tenure, promotion to Associate Professor should be effected on or before July 1, 1978.
- Where a staff member holds a higher rank in a division of minor appointment than that held in the division of major appointment, no action be taken.
- Where a lower rank is held in a division of minor appointment, the lower rank should be adjusted to the rank in the division of major appointment on or before July 1, 1978.

I would like to record my gratitude to the members of the Committee for their hard and effective work which enabled us to meet a tight deadline, and to Mrs. Karen Gorsline for her services as Secretary to the Committee.

Yours sincerely,

D. A. CHANT,  
Chairman, Special Presidential  
Committee on Promotions Policy.

DAC/bjm

cc: Members of the Committee,  
Professor Jean Smith.

Signed by:

Dr. D.A. Chant (Chairman)  
Professor J. Beattie  
Professor F.A. DeLory  
Professor C. Hosek  
Professor L.J. LaFave

Professor R.A. Manzer  
Professor B.I. Roots  
Professor R. Scane  
Professor B.J. Underdown  
Professor J.P. Valteau

## Introduction

### Terms of Reference and Membership of Committee

1 This Committee was established by the President pursuant to Article 4 of the *Memorandum of Agreement between The Governing Council of the University of Toronto and the University of Toronto Faculty Association*, dated June 28th, 1977. The Article, together with a letter from President Evans to Professor J.M. Daniels which sets forth the terms of reference of the Committee, is reproduced as Appendix A to our report. The "recommendations of the report of the Forster Task Force" (i.e., of the *Report of the Task Force to Review Policy and Procedures on Academic Appointments*) which pertain directly to the question of promotion, and which we were directed to consider, are reproduced as Appendix B.

2 The Committee was chaired by Professor D.A. Chant, Vice-President and Provost. The other members were:

Prof. J.M. BEATTIE, Dept. of History;  
Prof. F.A. DELORY, Div. of Geological Engineering; Asst. Prof. C.M. HOSEK, Dept. of English, Victoria College;  
Prof. L.J. LAFAVE, Faculty of Education; Prof. R.A. MANZER, Dept. of Political Economy, Scarborough College; Prof. B.I. ROOTS, Dept. of Zoology, Associate Dean (Sciences), Erindale College; Prof. R.E. SCANE, Faculty of Law; Assoc. Prof. B.J. UNDERDOWN, Dept. of Medical Genetics; Prof. J.P. VALLEAU, Dept. of Chemistry.  
The committee was greatly assisted by the Secretary: Ms. Karen Gorsline.

### Present Patterns and Future Trends

3 The Committee has noted that there currently exists a wide variety of promotion practices among the Departments and Faculties of the University. There are in particular significant variations in the proportion of the staff having the rank of Professor at comparable age and service levels, and in the length of time a faculty member normally spends in a given rank. In some Departments or

Faculties the decision to promote to Associate Professor is linked to the tenure decision, in others not. Each of the disciplines, in establishing its own pattern, presumably felt it to be appropriate for itself in its University context.

4 The awarding by the University of a given rank confers a status which, in a general way, is acknowledged and respected both inside and outside the academic community. That this status is important to the academic community is evident from the fact that the Memorandum of Agreement between the Governing Council and the Faculty Association stipulates the preservation of the existing rank structure, and in effect asks for a more detailed fleshing-out of its significance. Although the immediate interest of an individual faculty member may lie in easier and earlier promotion, this is counterbalanced by the need to protect the qualifications for the rank in order that the status not be regarded as empty, once attained. These considerations seem to require that the diversity of promotion practices among the various disciplines be kept within reasonable limits. However, it is not necessary that all disciplines be forced into an absolute lockstep in their promotion policies. We have tried to allow for some degree of leeway in determining the point in a career when promotion is appropriate to permit flexibility in responding to competitive pressures for outstanding staff. We have tried to establish sufficiently broad criteria to allow a discipline to bring into play, in the assessment of its faculty, attributes which it considers particularly relevant for performance of its own academic role.

5 In general terms the goal is to ensure, as far as is possible in a diverse community, that persons of a given rank may fairly be taken to possess certain attributes in common although not necessarily always in the same proportions. In what follows we discuss what these attributes may be, and how the promotion process can be structured to safeguard the interests of both the individual faculty member and the University community.

6 Individual promotion decisions should not be influenced by preconceptions about a desirable pattern of rank distribution. With the skewing of faculty age distributions, caused by the present fiscal restraints following a period of rapid expansion, a discipline should not be alarmed at there being an unprecedented proportion of senior ranks among its faculty. This is exactly what a discipline blessed with a strong faculty should be experiencing, and any tendency to protect some historical distribution pattern should be resisted.

### Criteria for Promotion and their Assessment

#### Professor

7 Promotion to Professor will be granted on the basis of the criteria outlined more fully below in paragraphs 11a, 12a and 13a. The greatest weight will be given to scholarly

achievement or, where appropriate, creative professional work, and to high quality in teaching. The successful candidate for promotion will be expected to have established a wide reputation in his or her field of interest, to be deeply engaged in scholarly work, and to have shown himself or herself to be an effective teacher. These are the main criteria. However, excellent teaching, sustained over many years, could also in itself justify eventual promotion to the rank of Professor. Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion, but given less weight than the main criteria: promotion will not be based primarily on such service. Promotion to Professor is not automatic, but it is expected that the majority of full-time faculty at this University will continue to attain this rank.

#### Associate Professor

8 The same criteria apply to the promotion from Assistant Professor to Associate Professor, with a lesser level of accomplishment to be expected. Because the criteria for the granting of tenure and the promotion to Associate Professor are so similar, and because the two decisions are usually made so closely in time, the granting of tenure should be accompanied by promotion to Associate Professor. The only exception to this policy is promotion to Associate Professor prior to the tenure decision. Proposals for promotion to Associate Professor prior to the tenure decision should be approved only in exceptional circumstances and must be justified in writing to the Dean<sup>1</sup> of the Faculty in multi-departmental divisions and in all cases to the Vice-President and Provost. For promotion to Associate Professor not linked with a tenure decision (i.e., early promotions and promotions in clinical departments), the procedures followed should be those outlined below for promotion to Professor in order to ensure an equivalent level of assessment of a candidate's abilities. It is recognized that some members of clinical departments are often required to spend a larger proportion of their time in clinical work and teaching than in scholarly research. In such cases, sufficient scholarly work for external review may not be available by the time such departments normally wish to consider candidates for promotion to Associate Professor. In such cases, greater weight may be given to teaching and University service and the requirement for external review of scholarship may be waived on the authority of the Dean. In the case of members of clinical depart-

<sup>1</sup> For Scarborough College, read Principal for Dean and read Division for Department throughout this report. Scarborough academic staff appointed prior to January 1, 1972, who chose to remain members of an undergraduate department in the Faculty of Arts and Science, will continue to be considered for promotion by the Departmental and Decanal Promotions Committees in the Faculty of Arts and Science and recommended for promotion by the Chairman of the Department and the Dean.

For the School of Architecture and the School of Physical and Health Education, read Director for Dean throughout this report.



ments who are expected to make a substantial commitment to research, assessment of scholarship should be similar to that required for non-clinical academic staff.

### Assistant Professor

**9** Promotions from Lecturer to Assistant Professor are covered by Section II, 7 of the report "Policy and Procedures in Academic Appointments" (see Appendix c) and are not further considered here.

### Promotion Criteria

**10** Promotion decisions will be based on the candidate's accomplishments in scholarship, teaching and service to the University. These criteria are discussed below in paragraphs 11a, 12a and 13a and recommendations on their assessment are set forth in paragraphs 11b, 12b and 13b.

### Attributes of Scholarship

**11a Scholarly Activities.** Scholarly activities to be considered in promotion decisions include research work and certain kinds of professional or artistic activity. Successful research leads to the advancement of knowledge through contributions of an original nature. It is expected that it will be communicated through the publication of books, articles, papers, reviews and other scholarly works. Creative work in professional and artistic fields may be expressed in other ways: these may include, for example, original architectural or engineering design, important artistic contributions, and original techniques in clinical or professional areas. In every case, evidence of originality and importance to the field is sought.

### Assessment of Scholarship

**11b** To assess his or her scholarly activity, the candidate's publications or other evidence must be evaluated. The evidence of scholarship will be listed in the candidate's *curriculum vitae* (see paragraph 15). The candidate should provide copies of his or her published work, and give information about non-written work in an appropriate form, to the Chairman or Dean, who should arrange for its assessment by specialists in the candidate's field. The candidate may choose to provide unpublished work and work in progress for consideration but such work will not be communicated without the candidate's permission to those not involved within the University in the promotion decision. Confidential written assessments of the candidate's work should be obtained from specialists in the candidate's field from outside the University and whenever possible from inside the University. The candidate will be invited to nominate several external referees. The Dean or Chairman and the Promotions Committee (see paragraph 18) will whenever possible add to the list of referees. The Dean or Chairman will solicit letters from at least three external referees and where possible these should include at least one referee

suggested by the candidate and one referee suggested by the Promotions Committee. The external referees will be asked to compare the candidate's contributions to those of persons at a comparable stage in their careers. All referee's letters will be transmitted to the Promotions Committee and held in confidence by its members.

### Attributes of Good Teaching

**12a Teaching.** Teaching includes lecturing, activity in seminars and tutorials, individual and group discussion, laboratory teaching, and any other means by which students derive educational benefit. Teaching effectiveness is demonstrated by the degree to which the candidate for promotion is able to stimulate and challenge the intellectual ability of students, to communicate academic material effectively, and to maintain mastery of his or her subject areas. It also involves maintaining accessibility to students, and the ability to influence the intellectual and scholarly development of students.

### Assessment of Teaching

**12b** Written assessments of the candidate's teaching effectiveness will be prepared, in accordance with known guidelines developed by the relevant department or division, and presented to the Promotions Committee. These guidelines and subsequent major revisions will be reported to the Academic Affairs Committee for review. When a member of the teaching staff is or has been cross-appointed, assessments should be sought from all of the divisions in which he or she has taught, and should be taken fully into account by the Promotions Committee. Student opinion about the candidate's teaching effectiveness should be obtained by objective course evaluation methods, and as far as possible, over a number of years of the candidate's teaching career and from students who have been taught or supervised by the candidate. Other methods of teaching evaluation may include: assessment of the candidate's performance in lectures or seminars by colleagues who have observed the candidate's teaching, for example in a shared course; external references concerning teaching at other institutions; course material and examinations, and the calibre of theses supervised by the candidate. When the opinions of colleagues are sought, they will be presented through formal, written assessments. In all cases, an attempt will be made to obtain a sufficient number of opinions so that individual biases will be minimized. The candidate may wish to provide evidence concerning his or her teaching, such as course outlines for which he or she was responsible, reading lists, essay topics or laboratory outlines.

### Attributes of Service

**13a Service to the University and Similar Activities.** Service to the University means primarily administrative or committee work within the University. Consideration will also be given to activities outside the University which further the scholarly and educational goals of the University. Such activities might include service to professional societies directly related to the candidate's discipline, continuing-education activities, work with professional, technical or scholarly organizations or scholarly publications, and membership on or service to governmental committees and commissions. Outside activities are not meant to include general service to the community unrelated to the candidate's scholarly or teaching activities however praiseworthy such service may be.

### Assessment of Service

**13b** When appropriate, written assessments of the candidate's service to the University and to learned societies or professional associations which relate to the candidate's academic discipline and scholarly or professional activities will be prepared and presented to the Promotions Committee. When a candidate for promotion is or has been cross-appointed, assessments will be sought from all of the divisions in which the candidate has served and should be taken fully into account by the Promotions Committee.

### Documentation

**14** The fullest possible documentation should be made available to the Promotions Committee for each candidate to be given detailed consideration (see paragraphs 19 and 20). The responsibility for assembling the documents will be taken by the Chairman of the department in multi-department divisions, otherwise by the Dean of the Faculty.

### Curriculum Vitae

**15** The preparation of a *curriculum vitae* will be the responsibility of the candidate. The *curriculum vitae* should include:

- a** The academic history of the candidate giving a list of all teaching and research appointments held, other relevant experience and achievements, and a list of all research or other contracts and grants obtained during the preceding five years.
- b** A list of the candidate's scholarly and/or creative professional work. This should include books, chapters in books, research papers, articles, and reviews, including work published, in press, submitted for publication, completed but not yet published, and in progress. It should also include such scholarly or creative professional work as the presentation of papers at meetings and symposia, original architectural, artistic or engineering design, or distinguished contributions to the arts or in professional areas.

**c** A list of all courses taught by the candidate during the preceding five years. If the candidate has had major responsibility for the design of a course, this should be stated. A list of students whose research work has been supervised should be included, together with their thesis topics and the dates of the period of supervision.

**d** A list of administrative positions held within the University, major committees and organizations in which the candidate has served within the University, and participation in learned societies and professional associations which relate to the candidate's academic discipline and scholarly or professional activities. The list should indicate in each case the period of service and the nature of the candidate's participation.

### Procedural Matters

#### Responsibility for Recommendations

**16** Initiation of the promotional review of an academic staff member will be the responsibility of the division in which the individual holds his or her major appointment. Chairmen and Deans must ensure that Promotions Committees are established and consulted as described below. Paragraphs 17 through 23 below are written for Chairmen of departments; in divisions without a departmental structure the Dean will have the responsibilities described. In these instances, Faculty should be read for department and Vice-President and Provost should be read for Dean.

#### Curriculum Vitae on File

**17** Each Department will maintain a *curriculum vitae* file for each academic staff member who is tenured or in the tenure stream. Chairmen should remind staff members to revise their *curricula vitae* annually. It is thus a joint responsibility of the Chairman and the staff member to ensure that this file is kept current. An academic staff member may revise his or her *curriculum vitae* at any time.

#### Promotions Committee

**18** Departmental Promotions Committees will consist of at least five members of the academic staff. A committee member who is being considered for promotion will withdraw from that part of any meeting in which he or she is being discussed. The membership of the Promotions Committee will be made known to the academic staff of the Department and where possible should change in membership over the years. The deliberations of the Committee, and the appraisals presented to it, will remain confidential.

#### Annual Consideration

**19** Each year the Department Chairman will place before the Promotions Committee for preliminary consideration the names of all Associate Professors in the Department,



together with their *curricula vitae*. The Committee will advise the Chairman as to which staff members should receive more detailed consideration for promotion.

### Requests for Consideration

**20** Associate Professors may request that they be considered for promotion in any given year. Such requests are to be made in writing to the Chairman of the department on or before October 15 of the calendar year preceding the possible promotion. In this case, the Promotions Committee is obliged to give the faculty member detailed consideration along with any other candidates under consideration.

### Assembling of Information

**21** When a candidate is to receive detailed consideration for promotion, it is the responsibility of the Chairman to solicit appraisals and assemble information as described in paragraphs 11b, 12b, and 13b. At the time that appraisals are solicited from external referees, the Chairman will provide the Dean of the Faculty with a list of those from whom they are being sought.

### Submission of Recommendation

**22** The Departmental Promotions Committee will recommend candidates for promotion to the Chairman of the Department, who is responsible for making recommendations with respect to promotions to the Dean of the Faculty. Along with the names of those recommended for promotion, the chairman will forward the files on which the Departmental decision was based. If the Chairman of the Department does not follow the recommendations of the Promotions Committee in submitting his or her recommendations to the Dean, the Chairman must report the reasons in writing to the members of the Promotions Committee and to the Dean. A substantial disagreement within the Promotions Committee concerning the recommendation forwarded from the Committee will also be reported to the Dean. The submissions must be made at least five months before promotion is intended to take place.

### Informing Candidates

**23** Each candidate who was given detailed consideration by the Departmental Promotions Committee will be informed by the Chairman of the Department of the recommendation in his or her case. Candidates who received detailed consideration and who were not recommended for promotion will be given the reasons. If the Chairman did not accept a positive recommendation from the Promotions Committee, the candidate shall be informed of this fact.

### Decanal Committee

**24** Paragraphs 24 and 25 apply only to multidepartmental faculties. The Dean of such a faculty, in consultation with Chairmen, will establish annually a Decanal Promotions

Committee to consider recommendations for promotion. The Vice-President and Provost will appoint at least one assessor to each such committee; the assessors may not vote. The membership of the Decanal Promotions Committee will be made known to the academic staff of the Faculty. The Decanal Promotions Committee may obtain additional information about or appraisals of the candidates as it deems necessary. The deliberations of the Committee and the appraisals will remain confidential except among the Vice-President and Provost, the Dean and the Chairman of the candidate's Department.

### Decanal Recommendations

**25** The Dean will inform the Chairmen of Departments of the names of those to be recommended for promotion. Department Chairmen have the right to appear before the Decanal committee to support the case of any candidate they have recommended but who has not been included in the Dean's recommendations. The Dean will submit to the Vice-President and Provost the names of all those he or she is finally recommending for promotion and will inform his or her Promotions Committee and the Departmental Chairmen of these recommendations. The Chairman will inform the candidates who were considered by the Decanal Promotions Committee of the Dean's recommendations. The Chairman will be given the reasons for decanal decisions not to recommend promotions which were recommended by the Chairman and the Chairman in turn will inform the candidate of the reasons. The Dean's recommendations for promotions must be forwarded to the Vice-President and Provost at least three months before promotions are to take place. The Dean will make available to the Vice-President and Provost upon request any information used in reaching the decisions to recommend at the departmental and faculty levels.

### Provost's Examination

**26** The Vice-President and Provost, advised by the Decanal Promotions Committee assessors, will examine all recommendations to ensure that a reasonable and equitable standard for promotion is applied across the University, taking into account the differing patterns of activity which characterize each division. The extent of the examination at the provostial level may vary and may be more extensive for candidates who have not already been considered by both Departmental and Decanal Committees. Recommendations approved by the Vice-President and Provost will be submitted to the President of the University for final approval. If either the Vice-President and Provost or the President do not approve a recommendation for a promotion, the reasons shall be given to the Dean who in turn will inform the Chairman of the Department and the candidate. Recommendations approved by the President will be reported to the Academic Affairs Committee for information. The promotion will take effect July 1 following the approval

unless otherwise specified by the President and the new rank will apply to all academic appointments held by the individual in the University.

### Appeal Procedures

#### Grounds for Appeal

**27** Appeals against the denial of promotion may be launched on either or both of two grounds:

- a** that the procedures described in this document have not been properly followed, or
- b** that the scholarship, teaching and service of the candidate have not been evaluated fully or fairly.

#### Appeal for Reconsideration

**28** Appeals against the denial of promotion will follow the Grievance Procedure set forth in Article 10 of the *Memorandum of Agreement between The Governing Council of the University of Toronto and The University of Toronto Faculty Association* dated June 28, 1977 (see Appendix D) except as follows:

at Step No. 2 and Step No. 3, the Dean and the Vice-President and Provost respectively will have thirty (30) working-days to notify the grievor in writing of the decision; if a grievance which involves promotion contains issues other than promotion, these other issues will also be subject to the time limit of 30 working-days at both the decanal and provostial levels.

Appeals against the denial of promotion at the departmental level will commence at Step No. 1 of the Grievance Procedure; those against denial at the faculty level at Step No. 2; and those against denial at the provostial level at Step No. 3. Appeals against the denial of promotion at the presidential level will commence with Step No. 4 of the Grievance Procedure.

### APPENDIX A

(Excerpts from *Memorandum of Agreement between the Governing Council of the University of Toronto and The University of Toronto Faculty Association*, June 28, 1977)

#### Article 4: Promotions

The Governing Council agrees to cause the President to establish within fourteen (14) days following the ratification of this Agreement a Special Presidential Committee to recommend policies on promotions affecting faculty members. The Committee shall consist of nine faculty members and be appointed by the President of the University after consultation with the Association. The Committee will be chaired by the Vice-President and Provost or his designate.

The parties agree that the terms of reference of the Special Presidential Committee, the deadline for receiving its recommendations and the procedures to be followed in dealing with its recommendations shall be as contained in the letter from the President of the University to the President of the Association attached hereto as Appendix D. After the procedures described in Appendix D have been followed, the policies shall become subject to this Agreement upon approval by both parties to this Agreement and not be changed by the University during the term of this Agreement.

### APPENDIX D

Office of the President,  
June 28, 1977.

Professor J.M. Daniels,  
President,  
University of Toronto Faculty Association,  
University of Toronto.

Dear Professor Daniels,  
This letter is written pursuant to the Agreement between the Governing Council and the Association to set forth the terms of reference for the Special Presidential Committee referred to in Article 4 of said Agreement, its deadline for preparing its recommendation, and the procedures for dealing with its recommendation.

The terms of reference of the Special Presidential Committee are to consider the recommendations of the report of the Forster Task Force and to recommend policies on promotions for faculty members, including matters related to criteria for promotions within existing ranks, reasonable and equitable standards for promotion throughout the University taking into account the differing patterns of activity which characterize each division, and an appellate procedure.

The Special Presidential Committee will be directed to submit its report by no later than November 15, 1977.

The President of the University undertakes that after he has received the report of the Special Presidential Committee to recommend policies on promotion affecting faculty members he will transmit the recommendations (including any minority views relating thereto held by members of the Committee, and the views of the administration) to the Governing Council. The recommendations will be presented to the Principals, Deans and Directors for comment and review, and then to the Academic Affairs Committee and the Governing Council for review and enactment. If changes to the recommendations are suggested by the Principals, Deans and Directors, or if amendments are proposed by the Academic Affairs Committee or the Governing Council, the suggestions or proposals will be referred to the Special Presidential Committee for consideration and comment. Not less than fifteen (15) days after this referral, the body which proposed the amendment may resume its deliberations and actions on the report, taking into consideration any comments received from the Special Presidential Committee.

The President of the University acknowledges receipt of the letter from the President of the Association pertaining to the plans for ratification of the policies on promotions.

Sincerely,  
s/ John Evans

### APPENDIX B

(Excerpt from *Report of the Task Force to Review Policy and Procedures on Academic Appointments*, "The Forster Task Force" pages 70-72, August 7, 1973)

#### VII RANKS, PROMOTIONS AND SALARY POLICY

The Task Force has considered in detail the traditional system of incentives and rewards for excellent performance applying to members of the teaching staff. The existence of such a system is certainly important in a university environment as it is in most sectors of society and it can operate successfully independently of tenure.



Several submissions made to us have suggested the abolition of traditional academic ranks or the creation of only two ranks, one for those members of the teaching staff who hold tenured appointments and the other for those who do not. We see no compelling reason for changes of this sort and our recommendations have assumed retention of the present rank structure, Lecturer, Assistant Professor, Association Professor and Professor. We feel that the present system offers useful additional incentives and methods of showing recognition. Thus procedures and criteria for promotion decisions are very important and should, in our view, receive much more attention than we believe they have in some divisions of the University. Each department and division should develop clear statements of criteria to be used in the promotion review to be filed with the Office of the Vice-President and Provost and each should develop and make known a mechanism for generating recommendations.

Promotion from assistant to associate professor should not necessarily be linked to the decision on the award of a tenured appointment. Current practice in the University and current interpretations of the 'Haist' rules on this point vary considerably from division to division, but we see no necessary reason to link the two decisions. The recommendation to promote from assistant to associate professor should be arrived at by the division or the department through a constituted and known process on the basis of criteria similar to those used in the tenure review listed in Section III above. We do suggest, however, that the 'university and community service' criterion might be given somewhat greater weight in the promotion decision than we have suggested it should have in the tenure review.

Known criteria should also be developed for the promotion from associate professor to professor. Promotion to the rank of professor should be based on clear evidence of continuing scholarship of recognized high quality as judged by national and international standards, evidence of effectiveness in teaching, and an indication of the candidate's contribution to the intellectual vitality of his or her division or department, a contribution which may be manifested by the candidate's publications or participation in departmental colloquia, for example, or by his or her willingness to assist junior colleagues in their professional development. Somewhat greater weight might be given to the 'university and community service' criterion than in the tenure review. In the Faculties of Arts and Science, Medicine, Dentistry, Applied Science and Engineering, University College and Scarborough College, a principal's or dean's committee should be established to review departmental recommendations on promotion to professor and to decide whether recommendations should be forwarded for approval. Both University College and the Faculty of Arts and Science have such committees which, we have been assured, work well in establishing some uniformity of standards among the departments in the division. However, we are concerned about the problem of establishing some minimal and equitable level of standards across the university which we do not believe exists now. We think it anomalous that recommendations by departments, in many cases considerably larger than some faculties, are subject to a thorough review prior to submission for approval while faculties without a departmental organization have the right, under the current administrative structure of the University, to submit recommendations directly.

Somewhat reluctantly and recognizing fully the complexity of the problem, we recommend the establishment of a University Promotions Committee under the chairmanship of the Vice-President and Provost or his designate which would have the responsibility of vetting recommendations from all divisions. The committee might include the Dean of the School of Graduate Studies, three other deans or principals who are full professors, the chairman of the Academic Affairs Committee of the Governing Council or his representative and the chairman of the committee's Subcommittee on Curriculum and Standards. The principal, dean or director of a division and the department chairman where applicable would have the right to appear before the university promotions committee to present recommendations for promotion to professor and to provide information. We are unable to make more detailed recommendations on composition, procedures and terms of reference at this time and we would advise the President to seek the advice of the principals, deans and directors on the specific form the committee might take.

#### APPENDIX C

(excerpt from report "Policy and Procedures in Academic Appointments" Section II, 7)

Any member of the teaching staff enrolled in a doctoral programme at any university and appointed with the expectation that the Ph.D. degree or its equivalent will be conferred must remain at the Lecturer rank until the degree is conferred or until he or she indicates that the formal doctoral programme has been abandoned and is able to show evidence of satisfactory scholarly work. Successful completion of a doctoral programme or other scholarly or professional work regarded by the division or department as equivalent would make the member of the teaching staff eligible for an appointment at the rank of Assistant Professor. A member of the teaching staff should not serve more than six years, including a terminal year, at the Lecturer rank.

#### APPENDIX D

(Excerpt from *Memorandum of Agreement between The Governing Council of the University of Toronto and The University of Toronto Faculty Association*, June 28, 1977)

##### Article 10: Grievance Procedure

A grievance is any complaint by a faculty member or librarian or by two or more faculty members or librarians arising from the interpretation or application or alleged violation of an established or recognized policy, practice, or procedure of the University, referred to or stipulated in this Agreement or otherwise, other than a complaint by the Association about breach of any of the undertakings or provisions of this Agreement that directly relate to the Associations as such, and other than a complaint or alleged violation with respect to a faculty member relating to appointments, tenure, or dismissal for cause of a tenured faculty member, for which existing procedures shall be followed. Any grievance relating to a matter respecting terms and conditions of employment which is under review by a presidential advisory committee or working group pursuant to this Agreement, shall be dealt with under this Article until such time as any alternative grievance procedure recommended by such advisory committee or working group has been implemented by the University.

An earnest effort shall be made to settle grievances fairly and promptly.

The parties agree to be bound by and give full and immediate effect to decisions arrived at under the procedures set forth in this Article.

A faculty member or librarian may be accompanied by a grievance representative from the Association at any step in the grievance procedure, if he or she so desires.

A grievance will normally lapse if it is not appealed within the specified time limits. If the administrative official of the University fails to respond within the time limits specified under any step in the procedures below, the grievor may automatically move to the next step. Notwithstanding the foregoing, time limits in this procedure may be extended by mutual consent of the grievor and the administrative official designated at the appropriate steps which follow, or by the Grievance Review Panel which may decide to entertain a grievance where the time limits specified below have not been complied with, if the Grievance Review Panel is satisfied that neither the grievor's nor the University's position has been substantially prejudiced by the delay.

Wherever an official is specified in this procedure, a designate may be appointed to act.

##### Step No. 1

If a faculty member or librarian has a grievance he or she shall discuss it orally and informally at the first administrative level having the authority to dispose of it. This shall usually be the department chairman or equivalent in multi-departmental divisions. Such grievances must be presented within twenty (20) working days after the grounds for the grievance were known or ought reasonably to have been known by the faculty member or librarian. The department chairman or equivalent shall notify the grievor of the decision within ten (10) working days.

##### Step No. 2

If the grievance is not resolved under Step No. 1, then, within ten (10) working days the faculty member or librarian may present a written grievance to the dean, principal, chief librarian or equivalent in his or her division. The dean, principal, chief librarian or equivalent shall notify the grievor in writing of the decision within fifteen (15) working days.

##### Step No. 3

If the grievance is not resolved under Step No. 2, the grievor, within seven (7) working days after the written decision has been given under Step No. 2, may present the grievance to the Vice-President and Provost. The Vice-President and Provost shall notify the grievor in writing of the decision within fifteen (15) working days.

##### Step No. 4

Failing a satisfactory resolution of the grievance under Step No. 3, the grievor may refer the grievance to the Grievance Review Panel, with notice to the President of the University within a period of fifteen (15) working days after the written decision has been given under Step No. 3. This notice of intention to proceed to the Grievance Review Panel shall contain the details of the grievance, a statement of the issue in dispute, and a statement of the type of remedy sought by the grievor.

The Grievance Review Panel composed of seven members of the faculty and one librarian shall be appointed by the President of the University after consultation with the Association. Initially four members of the Panel shall be appointed for a term of one year and four members for a term of two years and terms thereafter shall be for a term of two years. Vacancies on the Panel shall be filled by the President after consultation with the Association. The Grievance Review Panel may establish its rules of procedure including but not limited to the assignment of a chairman and two other members of the Panel to constitute a Grievance Review

Committee to consider a particular grievance. Where the Grievance Review Panel concludes that it is in the best interests of the grievor and the University to do so, the Panel may appoint an individual from outside the University to serve as chairman of a Grievance Review Committee to consider a particular grievance, provided that the grievor consents to the Grievance Review Panel appointing the chairman in this way.

The Grievance Review Committee shall have access to all written material related to the grievance and shall have the power to interview the parties to the dispute or anyone who may assist in resolving the matter. The Grievance Review Committee should attempt to minimize friction and preserve collegial relationships and shall resort to adversarial hearings only where no other route is satisfactory.

The decision of the Grievance Review Committee shall be final and binding on the grievor and the University. At no stage of these procedures, however, will an administrative official of the University or the Grievance Review Committee have the jurisdiction to change any of the provisions of a duly enacted policy or established practice of the University or to substitute any new provision therefor, or to alter this Agreement. The decision of the Grievance Review Committee shall be unanimous or one reached by the majority of the Committee; provided, however, that if there is no majority decision, then the decision of the Chairman shall constitute the final and binding decision of the Committee.

In all cases, the decision of the Committee shall be communicated to the parties without disclosing whether the decision was unanimous, by majority, or by the chairman's decision, and shall show on its face only that it was a decision of the Committee. No minority or dissenting reports shall be issued.

##### Group Grievance

A group grievance, which is a grievance as defined above by two or more faculty members or librarians may be brought forward at Step No. 1 of the grievance procedure at any time within thirty (30) working days after the grounds for the group grievance were known or ought reasonably to have been known by the faculty members or librarians concerned. If the group grievance is not resolved under Step No. 1, it may be pursued through the remaining steps of the grievance procedure.

Where a grievance affects two or more faculty members of librarians working in different departments in the same division, they may initiate a group grievance at Step No. 2 within thirty (30) working days after the grounds for the complaint should reasonably have been expected to be known. Where a grievance affects two or more faculty members or librarians in different divisions, they may initiate a group grievance at Step No. 3 within thirty (30) working days after the grounds for the complaint should reasonably have been expected to be known. If the grievance is not settled at this stage within fifteen (15) working days, it may be pursued through the Grievance Review Panel.

##### Association Grievance

An Association Grievance is any complaint by the Association that any of the undertakings or provisions in this Agreement that directly relate to the Association as such has been breached. The parties agree that every effort should be made to resolve an Association Grievance in the Joint Committee. Failing such resolution, the Association may launch the Association Grievance at Step No. 3 above. If the Association Grievance is not resolved at Step No. 3, it may proceed further in the manner described above.



Such a principle of enrolment would necessitate a careful review of the policies of the University that impinge on the financial support of graduate students both within and between divisions of the school. Both the extent of the University's financial commitment and the manner of its distribution by the school and departments are at issue. Under current policy it appears that we attract a reasonable but not exceptional proportion of the most able students, lose numbers of able students and fill out enrolment at lower levels of student standing that are above our minimum standards for admission.

Since University formula income during the period of growth has been based on entitlement directly related to weighted enrolment wherein Ph.D. enrolment has been the most heavily weighted, is it financially feasible to restructure the historical pattern of enrolments? Here we have a dilemma, only temporarily rendered benign by the freeze on formula entitlements for graduate studies which is expected to end in 1979. If the quality of graduate studies can be significantly enhanced by restructuring doctoral enrolments then it behooves the school and the University to press the government through the relevant provincial agencies to adopt revised funding formulae that would preserve scholarly strengths of recognized quality in a manner relatively insensitive to enrolments at least at the level of the Ph.D.

It is implicit in the above questions that the level of Ph.D. enrolments be determined by factors in addition to minimum admission standards and numbers of staff. Expected enrolments would be influenced by the depth of scholarly research in departments, by the environment for scholarly study provided to students, by the extent of the research and fellowship funds won through externally adjudicated awards and by internal funds for student assistance distributed upon a basis sensitive to the appraisal of the quality of both students and departments. The office of the dean does not presume to possess in itself the competence to adjudicate levels of enrolment for the Ph.D. determined by the foregoing principles. It can recognize through its work significant disparities in the effectiveness with which the units of the school carry out their work, and does develop from many sources, not least of which are external appraisals and the experience of administering Ph.D. orals, some sense of the quality of that work.

If the school is prepared to take up the question of the principles that should guide the level of doctoral enrolments in the now transformed circumstances of higher education in Ontario then we believe that the internal structure and expectations of the program for the Ph.D. should be carefully reviewed. There is widespread concern throughout the major graduate schools in the U.S.A. for a reaffirmation of the proper substance and procedures to be expected in the Ph.D. We have reviewed these questions with the deans at the universities of Montreal and McGill.

#### Academic credit and intellectual encounter

In the history of human activity specialization through division into parts is everywhere evident. The industrial revolution was a major stage in the transformation of manufacture from the making of wholes into the execution on increasing scale of divided operations. The clock, artificial light and other technologies have tended to suppress organic rhythms and to emphasize standardized sequences. Specialization is both the distinction and the bane of the intellectual mosaic of the university. Increasingly students accumulate credits, and their achievement of a humane perspective through the integration, for example, of the models of the sciences with the

myths and metaphors of literature within a community of learning is hoped for but subject to doubt. Yet the importance of the university lies in the will to know and to comprehend and not in the vocational entitlements that particular knowledge and skill can purchase.

The council of the school has recently affirmed that graduate programs are to be based, at least for the mundane purposes of fees, upon academic years and not on incremental credits. We believe that the symbolism of this position deserves to be emphasized. Thus the requirements for residence for the Ph.D. are deemed to be based upon the conviction that a certain wholeness of intellectual encounter is essential to the process of learning in graduate studies that are founded on scholarship and research. Is this expectation realized in the experience of students? In this regard, the decline in the requirement for a thesis or its substantive equivalent as a challenging and integrating feature of master's programs is a matter of concern. Master's programs based on course credits only are not peculiar to the professional faculties. However the difference between so-called professional and so-called academic master's programs is commonly alluded to in the school and will remain a ground of tension because, in the simplest terms, of the tension between vocation and knowledge. The Laskin Report envisaged that professional programs in the University of Toronto would be shaped within the ethos of a school in which graduate studies are rooted in a continuing commitment to scholarship and research. The memberships of the divisions of the school reflect this position.

The foregoing comments may be considered to place undue emphasis upon a traditional image of graduate studies as being unsympathetic to greater flexibility in particular with respect to part-time studies. Rather we see the issue as being one of reaffirming what the school considers to be the core of graduate studies within the whole important spectrum of post-first-degree studies in this University, a core in which a certain wholeness of intellectual encounter is deemed to be distinctive of studies rooted in scholarship and research. Parenthetically, institutional consultations on the whole spectrum of post-first-degree studies are believed to be needed. Universities have allowed public expectation of the award of degrees to distort the ground of core graduate studies.

If there is need to reaffirm what constitutes a reasonable commitment of years of study for the Ph.D., there is also need to consider master's programs. Some of those which require a thesis are becoming unreasonably extended.

#### Education in and through disciplines

Undergraduate studies may be likened to learning something about a province of knowledge, studies for the master's degree to a more intensive examination of a township, and the Ph.D. to a thorough investigation of a topographic element, such as a hill, rendered curious by discovery and investigation. The disciplines generate within the bounds of their vision the matrix of basic topographic knowledge. Since human experience is not divided into disciplines the intellectual comprehension of the human condition calls for an understanding of relatedness within provinces of knowledge. The structure of recognized disciplines will and should change with time but we have no clairvoyant sense of how new tubs on new bottoms will come about. What we do believe is that there is constant need to weave a fabric of relationships between the disciplines for it is through disciplines rather than in disciplines that the breadth of human under-

standing is extended. The best of the centres and institutes have provided good examples of graduate studies founded on scholarship and research focused on periods, dimensions, areas and problems of human understanding. In so doing they have depended strongly upon the disciplines. The richness of opportunity that has been thereby brought to graduate students has we believe strengthened the quality of the work of more than one collaborating department. Not all centres and institutes have been successful in stimulating an academic environment in which the whole of the interwoven relations are significantly greater in scholarly weight than the sum of the parts. In such circumstances we should give new initiatives the opportunity to prove themselves.

Now that we face severe stringency, academic initiatives in creating a new fabric of understanding through disciplines calls for an openness to adjust traditional patterns of study while sustaining live disciplines. A major opportunity to respond essentially within existing resources is provided by the so-called collaborative program, which the school recently took the initiative to define and have recognized by the Council of Ontario Universities. The first example is the program in Environmental Engineering in which four graduate departments are collaborating. While such collaborative endeavours may lead to co-operative research their initial significance is to offer to students new opportunities of association with a particular existing department through an identified area of study that encompasses some part of the topographic ground of the several departments involved. The essential instrument for the creation of such a program is a memorandum of understanding agreed to by each department in its own right which defines the area of collaborative activity and the means agreed upon for its exploration. Students remain students of the departments. For both associated staff and students one desires a sense of group membership and identity which involves the minimum of administrative form.

We therefore offer the following question to the graduate faculty of the school: what are areas of study in which collaborative programs might add to the richness of opportunity for students to engage with associated groups of staff in graduate studies? Such units of association now exist within some departments and should be encouraged. New ones of significance will not emerge without leadership and a shared conviction among a small group that there is something useful to be done to enrich graduate studies. If in the school we are indeed concerned with the intellectual horizons of human inquiry, then the absence of some continuing ferment of associative development in the mosaic of studies would be a denial of that aspiration.

#### Some questions of administrative policy related to quality

The office of the dean of the school is charged under the governing statute to "direct the general policy of the school so as to maintain and improve the quality of graduate scholarship in the University". The statute further states that "the chairman of each graduate department shall in association with its members, maintain and improve the quality of scholarship in the graduate department". These statements reflect the shared nature of responsibility for graduate studies in a unitary school.

The quality of entering students is determined by the quality of the population of persons who continue to give their assent to the challenge of graduate studies, by the reputation of programs based in part on the learning experience of past students, by standards of admission and the care with which they are administered, and by the measure of as-

surance that students have that the costs can be met through private means or through support provided by the University and agencies of government. We have asked whether or not enrolment for the Ph.D. should be restricted to those for whom there is reasonably firm assurance of financial support for an appropriate period of years and believe there should be a careful reassessment of the priority that should be given to the support of graduate students.

The quality of the educational experience of students is influenced by the character of facilities from libraries to computers and laboratories to seminar rooms. But it is shaped by the quality of the scholarship and research of graduate faculty, the effectiveness of teaching and supervision and by the ethos of the scholarly community in the department, centre or group. Appointments to the graduate faculty are subject to the approval of the dean of the school and currently are reviewed by an advisory committee appointed by the dean and composed of the associate deans and five other members of the graduate faculty, representing the divisions of the school, of whom one is chairman. Establishing a standard of appointment that is consistent across the complex mosaic of scholarship is a difficult but inescapable task in a unitary school. The Laskin Report stated in part that "the prospective appointee should be a person recognized as a contributor in his field with a proven capacity to plan and conduct original research in it". The current guidelines for appointment as approved by council call for "a Ph.D. or comparable academic qualifications" and "evidence of continuing scholarship".

Graduate chairmen have the statutory responsibility both to recommend the appointment of graduate faculty and to recommend the termination of such appointments. Having in mind that primary professorial appointments are University appointments and subject to the rules of tenure and that appointment to the graduate faculty is subsidiary we ask the following questions.

Should appointments to the graduate faculty be for a designated time and require review for re-appointment? Should there be explicit recognition of the privilege of undertaking supervision for the Ph.D.? While evidence of failure to fulfil the standards of supervision the school most assuredly expects is not extensive, neither is it vanishingly slim. At the same time there are persons who provide valuable stimulus and guidance to graduate students but whose work does not provide the customary normative evidence for regular appointment. Would two levels of membership, namely member and associate member, be useful?

The question of standards of the graduate faculty rests where it belongs, on the judgement of peers and any administrative detail should be designed to make effective the timely exercise of that judgement and not to complicate unduly an already over-bureaucratized academic life.

The ethos of departments as a whole should provide to students first, a clear understanding of what is expected of them, second, ready access to advice and supervision, and third, a place and share in the scholarly community. We ask a question that integrates these points. Are graduate students helped in a systematic way to measure their progress against the expectations held for them? That the issue is real elsewhere may be indicated by the following quotation from the most recent report of the dean at Harvard. "A distressingly large number of graduate

*Continued on Page 6*



students find their experience at Harvard disappointing. They have little sense of belonging to a fellowship, and they keenly miss the enrichments and gratifications that consociation might offer. Their range of relationships with each other is, they believe, much too limited. But it also troubles them that their relationships to the faculty, their department and the University are tenuous, ambiguous, and generally unsatisfactory." To what extent are such observations applicable in the school and are there steps we should take to address them?

Just as the standards for admission to the graduate faculty are a matter for peer judgement shared between the graduate departments and the school, the question of the quality of programs and of departments is primarily a matter for judgement by external appraisal through the network of disciplinary peers and through formally arranged studies by external consultants. For example, external appraisers for Ph.D. theses form an established facet of the fabric of appraisal which is a not insignificant element in the budget of the school. While the council of the school has established procedures for five-year reviews of the centres and institutes these can be thoroughly searching of the quality of scholarship only when assisted by appropriate external peers. There is no such provision for other graduate departments except that now implied by the new system of planning appraisals of graduate programs to be conducted under the auspices of the Council of Ontario Universities by the Appraisals Committee set up under the Ontario Council on Graduate Studies. Revised by-laws for both appraisals and planning are now before the council of the school for consideration for ratification. The school historically provided leadership in having the provincial appraisal system introduced and, while experience with the process has been varied indeed, we believe that in every instance it has led to the improvement of our own affairs. The same cannot be said of all earlier planning assessments conducted by ACAP. We believe the school and the University must remain committed to accept the outcome of appraisals carried out in accordance with the by-laws. One implication of this that may prove painful is that we shall automatically suspend further enrolment in any program or part thereof that receives a negative appraisal and sustain this until such time as the negative appraisal is removed or council suspends the program.

The quality of the work of the school ultimately depends on a common will to live up to standards which represent our expectations. The provincial system of appraisals exists because of the inordinate proliferation of universities in the past two decades. If the bureaucracy of this system were not part of our lives, an appraisal system might not be in place. As a matter of principle we therefore ask this question. Would the school approve there being provision for the initiation of an appraisal of a graduate program upon

the recommendation of council and with the agreement of the appropriate department chairman and divisional dean?

Before concluding this review there is one issue of detail in policy for cross-appointments that we believe deserves attention. It pertains to those situations in which the salaries of cross-appointed staff are funded both by departments and centres or their equivalent. Under current policy, when a member of the staff of a regular department is cross-appointed to a centre the department retains in its budget a fixed sum determined by the proportion of the salary picked up by the centre in the year of cross-appointment. When the staff member returns to the department, it finds itself without the economic and merit increases that have accumulated in the centre's budget for the cross-appointed portion. We therefore ask the following question. Would it not facilitate the movement of staff from departments into and out of activities of centres and their equivalent if appropriate staff complements measured in full-time equivalents were assigned to centres and salaries moved with individuals? Such a scheme would ensure financial equity to all parties but would not change the problem of ensuring fair rewards for the achievements of the staff members involved. Activities that involve the interlacing of the topographic knowledge of the root disciplines are called upon to display standards of quality. Administrative impediments to this end deserve to be removed.

Conclusion

Perhaps it is a perception peculiar to the Office of the Dean that the essence of academic life is increasingly being submerged in an Ellulian exercise characterized by the mere pursuit of the operational rules of being the complex institution we are. Whether this is so or not we believe that the school should now concentrate its attention on the character of graduate studies so as to clarify its understanding of the intellectual horizons on which it should set its vision. There is need for renewed intellectual dialogue in which we believe council and the graduate departments will wish to give leadership.

In this review we have not raised the thorny question of public pressure for relevance. We believe that the usefulness of graduate studies lies in the meaning of the following words which represent a paraphrasing of a statement by the mathematician Felix Browder. "Every serious contribution to human inquiry is fundamentally applicable since it represents, if it is serious, new insight into the human condition."

This statement implies jointly held standards. It implies a lively interest in the immediate realities of the human condition in all its dimensions in Ontario and Canada. Further it is predicated on the view that the topographic knowledge of the disciplines is in perennial need of being knitted into new perspectives.

study leave, and type B, visiting professor for six or more weeks, both due *December 15*; Health and Welfare Canada, Welfare Directorate, research grants and renewal of research grants, both due *December 15*.

Please call ORA, 978-2163, for further information.

For information about Medical Research Council deadlines in December, please telephone the dean's office, Faculty of Medicine.

PhD Orals

**Monday, November 28**  
Herbert Hans Krantz, Department of Physics, "Theory of Chemisorption Including the Effect of Substrate Spin Fluctuations." Thesis supervisor: Prof. A. Griffin. Room 309, 63 St. George St., 9.30 a.m.

**Wednesday, November 30**  
Parviz Gulshani, Department of Physics, "A Microscopic Study of the Nuclear Collective Motions and the Related Algebras and Single-Particle Current-Flows in Nuclei." Thesis supervisor: Prof. D.J. Rowe, Room 309, 63 St. George St., 10 a.m.

**Friday, December 2**  
William Jesse Fong, Department of History, "The Ritualist Crisis: Anglo-Catholics and Authority with Special Reference to the English Church Union, 1859-1882." Thesis supervisors: Profs. E. Fairweather and R.J. Helmstadter. Room 309, 63 St. George St., 2 p.m.

**Tuesday, December 6**  
Wanda Krystyna Rola-Pleszczynska,

Department of Zoology, "Polygyny in Lark Bunting." Thesis supervisor: Prof. J.D. Rising. Room 309, 63 St. George St., 10 a.m.

**Wednesday, December 7**  
John Richard P. Mernagh, Department of Physics, "In Vivo Neutron Activation Analysis and Capture Gamma Ray Analysis in Man." Thesis supervisor: Prof. K.G. McNeill. Room 111, 63 St. George St., 2 p.m.

Udayan Das Gupta, Department of Geology, "A Study of Fractured Reservoir Rocks, with Special Reference to Mississippian Carbonate Rocks of Southwest Alberta." Thesis supervisor: Prof. J.B. Currie. Room 309, 63 St. George St., 2 p.m.

Howard Neil Sharpe, Department of Physics, "A Thermal History Model for the Earth with Parameterized Convection." Thesis supervisor: Prof. W.R. Peltier. Room 307, 63 St. George St., 2 p.m.

CUSO's links with U of T  
date to 1950's and are still strong

The University of Toronto could consider itself the hand that rocked the cradle of Canadian University Services Overseas (CUSO).

Its links began back in the late 1950's when Keith Spicer, a graduate student, became interested in Canada's external aid programs and the possibility of young Canadians participating in activities and social and economic development overseas.

In early 1960 Spicer undertook a visit to southeast Asia to collect information for his doctoral thesis. As a result he made a number of contacts and discussed plans for establishing a volunteer organization. On his return, he got together with Fred C. Stinson, a Toronto lawyer and at that time Conservative MP for York Centre. Canadian Overseas Volunteers (COV) was the result, with Stinson as president and Spicer as secretary. Ultimately COV became a founding member of CUSO.

Spicer sought help from Dr. Nathan Keyfitz, then professor of sociology at U of T and former director of the Colombo Plan Bureau in Ceylon, and COV also established a committee in Quebec, based at Laval University. In the fall of 1960, with the help of senior and foreign students, lectures to recruit volunteers for service in Asia were arranged at U of T. Meanwhile Stinson enlisted financial support from business, service groups and church organizations.

The first group of 15 volunteers left for one year's service in India, Ceylon and Sarawak in August 1961. All but one were university graduates and all but two were from Ontario. They made arrangements for their own orientation and briefing as well as assisting with fundraising.

That summer responsibility for COV administration was assumed by Ozzie Schmidt, a graduate student in engineering at U of T and now a CUSO field officer in Botswana. In 1962 a further group of 16 volunteers was sent to India and Ceylon.

Meanwhile, similar overseas volunteer movements were being organized at other Canadian universities. Soon it became obvious that a national organization for long-term service overseas was needed, not only to avoid confusion and duplication in Canada and in the various countries overseas, but also to secure sufficient financial support.

CUSO came into being as an inde-

pendent non-profit co-ordinating agency in June 1961, at a special meeting of 21 Canadian universities and 22 interested organizations. Dr. Claude Bissell, U of T's president, was elected honorary president. The first CUSO volunteers went overseas on two-year assignments the following year.

Throughout the years, U of T has maintained strong ties with CUSO and it is still one of the main recruitment centres for volunteers. The University provides CUSO's Toronto co-ordinator Isla Paterson with an office at the International Student Centre. Approximately half the total applications received come from Ontario with the greater percentage from the Toronto area.

In 1961 the prime need overseas was for teachers. Today CUSO recruits all types of skilled and experienced Canadians from mechanics to farmers, from health technicians and doctors to sawmill operators. Of the 600 volunteers serving in 38 countries in 1977, 56 per cent have university education, 16 percent professional training and 27 per cent secondary or post-secondary education. There are also steadily increasing numbers of older recruits. The volunteers are generally assigned for two years, with CUSO paying for transportation, insurances, language and orientation programs.

CUSO is not a relief, religious or emergency-aid agency. Its aim is to participate in development co-operation so that growth, productivity and employment can be shared equally among the nations of the world. The requests for skilled manpower come from Third World governments or agencies and the volunteers are directly responsible to their overseas employers and are paid by them (usually at about the same rate as a local worker in a similar job).

Research News

December deadlines  
for frequent sponsors

The Office of Research Administration reminds those applying for research support of the following December deadlines.

Agriculture Canada, research grants, *December 15*; E.A. Baker Foundation (CNIB), research grants and fellowships, both due *December 15*; Canadian Lung Association (formerly Canadian Thoracic Society), research grants and scholarships, both due *December 15*; Commonwealth University Interchange Scheme, type A, senior academics on

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## Committee for disarmament

For the first time since the war in South-east Asia the University has a peace group.

The organization — called the U of T Committee for Disarmament — was begun by students and faculty who feel that "the University should provide some forum for expressing concern about the costly and insanely dangerous arms race and Canada's relation to it, both in its foreign policy and as a major arms producer (tied in world arms production for the sixth place)."

The group has a steering committee of five: faculty members Christian Bay (Political Economy), Frank Cunningham (Philosophy), and Cyril Powles (Religious Studies) and Linda Brown and Bob

Gallagher (political science graduate students).

The group points out that while U of T was an active centre of protest against the war in Vietnam, it has so far played almost no role in attempts to reverse the arms race.

According to a press release: "The extent of the committee's work will depend on the number of those who wish to join the organization and work to further its goals. It aims to include students, faculty, and staff from all three campuses."

Those wishing information or to be put on the committee's mailing list should write Cyril Powles, Trinity College, St. George Campus.

## Re-organization for museology

The Royal Ontario Museum has re-organized two of its departments which are involved in the Master of Museology program of the School of Graduate Studies. The Museology Department and the Ontario Museum Support and Advisory Services Department have been amalgamated under the acting headship of Dr. Walter Tovell. David Newlands, formerly a curatorial fellow in the Canadiana Department, has joined the amalgamated department as co-ordinator of museology studies. Dr. Tovell had previously been the head of the Ontario Museum Support and Advisory Services Department.

Approximately one half of the course work towards the Master of Museology degree is provided through the museum's

Museology Department. This was founded by Hewitt Bayley who retired from full-time service on June 30, 1977 but continues to work on the program on a part-time basis. It was Mr. Bayley's strong liaison with the University and his dedication to the Canadian museum community which helped to build the museology degree program and establish the pre-eminent position which it enjoys today.

The museology program is currently under review by a decanal committee under the chairmanship of Dean R.H. Painter. Comments on any aspect of the program are invited and should be addressed to Dean Painter at the School of Graduate Studies.

## Albert Herring opens Dec. 2

*Albert Herring*, Benjamin Britten's opera based on de Maupassant's short story *Le Rosier de Madame Husson*, opens at the MacMillan Theatre on Friday, Dec. 2. The setting for the opera has been translated by librettist Eric Crozier to a Suffolk village at the turn of the last century. Although the theme of the opera is opposition to tyranny, it is full of humour. But perhaps its most remarkable feature is the way Britten has taken Crozier's vivid character studies and, with a combination of satire and sentiment, achieved

musical caricatures.

*Albert Herring* was the first opera produced in the MacMillan Theatre on the occasion of the official opening of the Edward Johnson Building in 1964.

This year's production by the Opera Department is being conducted by Michael Evans, a graduate of the faculty and now on the staff of the department. It is directed by Constance Fisher, the department's resident conductor, and designed by Maxine Graham.

### Planning and Resources Continued from Page 1

This past spring, Internal Affairs further suggested that the centre might be relocated in the south-west campus. According to Treacy, the project would then cater only to earth scientists, and not meet the more general needs of the Sidney Smith area. To locate the building another 100 yards off — diagonally across from Sidney Smith on the south-west corner of Huron and Willcocks Streets — would inhibit the building's use, he said.

Principal William Saywell told Treacy that he would have to be convinced that

the 100 yards were all that critical, and added that people come from all over the campus to the Innis Pub. But he agreed that too often the University's physical environment had been sacrificed to save money — with resultant serious effects on the quality of teaching and of student life.

At its next meeting, Planning and Resources will be asked to vote on the removal of the "no-net-cost" proviso — a move that will not commit the University to anything, but may clear the way for further planning.

## Oil colloquium a success

Domestic and international oil problems were discussed at the one-day colloquium *Canadian Energy Policy and World Oil Markets* held at the University on Friday, Nov. 18, under the auspices of the Middle East Studies Committee, Centre for International Studies. The colloquium was built around Professor Edith Penrose, the distinguished economist and specialist in international oil from the School of Oriental and African Studies, London, who is visiting U of T this term.

The morning session, chaired by Prof. Penrose, focussed on domestic oil supplies, pricing policies and national energy policies. As one participant remarked, "The price of oil is not high, the price of government is."

The afternoon session began with the premise that the world faces the prospect of ever higher energy prices, and that whereas oil supplies may not actually run out, oil will become much more expensive. The crisis thus confronting the industrialized world, participants concluded, was the question of to what extent the exploitation of new energy reserves will lag behind the rate of increased demand, and how high prices will rise as reserves are squeezed.

Participants in the colloquium included academics from the universities of Toronto, McMaster and Laval, representatives of the oil and gas industries, and federal and provincial officials.

## Campus maps

The *University of Toronto Guide and Map*, or campus map for short, is produced by the Department of Information Services and distributed, upon request, in the following ways:

Orders under 1,000 are sent weekly through the University mail or can be picked up at the department at any time.

Orders of 1,000 or over are sent directly from the printer. In future these will be delivered at the end of the month.

Orders for the maps should be placed with Dawna Winges, Department of Information Services, 45 Willcocks Street, telephone 978-2106.

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# Sesqui Events

## Monday November 28

*Art Collecting in 18th Century Paris — The Choiseul Gold Box*, lecture.  
Sir Francis Watson, former director Wallace collection. 2172 Medical Sciences Building. 8 p.m.

*How to Read Donald Duck: The Rhetoric of Popular Culture*, eighth of nine lunchtime seminars, *Canadian Literature and Culture*.

Prof. Mark Freiman, Department of English. 321 Pratt Library. 1.15 p.m.

*Elizabeth Gallimore*, organist, assisted by the choir of Calvin Presbyterian Church and instrumental ensemble, last in series of four *Fall Organ Recitals*. Convocation Hall. 5.05 p.m. Admission \$1 at door.

*Open House at non-credit tapestry making course*.

Final class of course with Thoma Ewen. Information will be available on course scheduled for January. 245 North Building, Erindale College. 2 to 4.30 p.m.

*The Dismissal*, new play by James Reaney, last in HHT Sesqui Season.

Produced by NDWT Company. Hart House Theatre to Dec. 3, Monday to Saturday at 8.30 p.m.; matinees Wednesday at 1.30 p.m. and Saturday at 2.30 p.m. Tickets \$6, students \$3; matinees \$4.50, students \$3. Telephone 978-8668.

*The Incurable Illustrator*, drawings by David Blostein, and *Prints* by Allen Smutylo, exhibitions.  
New Academic Building, Victoria College, to Dec. 9. On view Monday to Thursday till 10 p.m., Friday till 6 p.m.

## Tuesday 29

*The Future Economic Outlook*, last of series of five lectures, *The Sesquicentennial: Confronting the Future*.

Prof. Eric Kirzner, Department of Political Economy. Auditorium, Medical Sciences Building. 12.15 p.m. (Continuing Studies)

## Book Sale.

Canadian Institute of International Affairs. Selected publications from CIIA backlist, other books and pamphlets largely in area of international affairs. Nov. 29 and 30 from 10.30 a.m. to 4 p.m. each day at CIIA, Laidlaw wing, University College.

## Wednesday 30

*The Job Finding Club — A Behavioral Approach to Unemployment*, colloquium.  
Prof. Nathan Azrin, Southern Illinois University. 2117 Sidney Smith Hall. 4 p.m. (Psychology and SGS)

*Lichens and Heavy Metals*, departmental seminar.

Dr. K. Puckett, Atmospheric Environmental Services, Environment Canada, Downsview. Room 7 Botany Building. 4 p.m.

*Kathy Moses Quartet*, Wednesday afternoon pop concert.

East Common Room, Hart House. 12 noon.

*The Inner Stage*, Music Wednesday Night.

Advance theatre group under direction of Elizabeth Swerdlow. Music Room, Hart House. 8.30 p.m.

## Thursday December 1

*The Hermeneutics of Narrative Function*, lecture.

Prof. Paul Ricoeur, University of Paris and University of Chicago Divinity School. Room 3, New Academic Building. 8 p.m. (Comparative Literature and Philosophy)

*Problems of Composition and Proportion — Early, Middle and Late*, final lecture in series on Beethoven quartets being performed by Orford String Quartet.  
Prof. Philip Gossett, University of Chicago. Walter Hall, Edward Johnson

Building. 8 p.m. Free to concert subscribers, others \$1 at door.

*Historical Studies of Living Scientists: Problems and Opportunities Illustrated by the Career of Sir Hans Krebs*, colloquium.  
Prof. Frederic L. Holmes, University of Western Ontario. IHPST common room, 4th floor Textbook Store. 4 p.m.

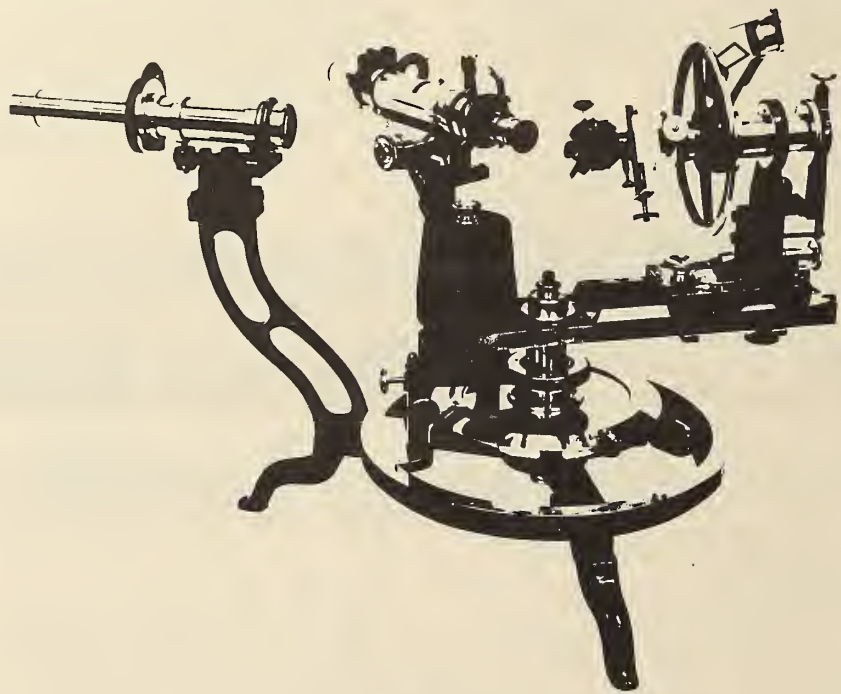
*Dynamic Logic: A Logic for Programming based on Modal Logic*, Erindale logic colloquium.

Prof. R. Ladner, University of Washington and Department of Computer Science, U of T. 2080 South Building, Erindale College. 4 p.m.

*Ultra Cold Neutrons*, colloquium.  
Prof. J. Robson, McGill University. 102 McLennan Physical Laboratories. 4.10 p.m. (Physics and SGS)

*Environmental Information Systems*, seminar.

Prof. David J. Rapport, Institute for Environmental Studies. 211 Haultain Building. 4 p.m.



An optical two-circle goniometer, part of a recent exhibition by the Institute for the History and Philosophy of Science and Technology

*The peculiar differentiated properties of the cultured epidermal cell, and their relevancy to the study of differentiation*, seminar.

Dr. Howard Green, Massachusetts Institute of Technology. 417 Best Institute. 4 p.m. (BBDMR)

*The English Lake District: a retreat into yesteryear*, biology seminar.

Prof. W.G. Sprules, Department of Zoology. 2082 South Building, Erindale College. 5.15 p.m.

## Writer's Workshop.

Carol Bolt, writer-in-residence. Workshop is held every Thursday in Hart House, see hall porter for room. 7.30 p.m.

*Wholistic Approach to Society — Small Scale Community*, talk.

Paul and Pauline Price, Kingview Farm. Pendarves Room, International Student Centre. 12.15 p.m. (Integrity Group)

*Matheson String Trio*, afternoon classical concert.

Music Room, Hart House. 1.10 p.m.

## Student Chamber Music Concert.

Walter Hall, Edward Johnson Building. 2.10 p.m.

## Competitive Swimming.

Benson Building from 9 a.m. Information Prof. Sheila Romeiko, 978-6094.

## Friday 2

*At the Crossroads: The Troubled Labour Relations Scene in Canada*, first of seven lectures in Lunch & Learn Club Series II,

*Industrial Relations in Canada: The Current State and Outlook*.

Prof. Roy Brookbank, Dalhousie University. Innis Town Hall. 12.15 p.m. Registration fee \$15 for four series of lectures. Information 978-2400.

*On the Concept of the English Literary Renaissance*, lecture.

Prof. A.C. Hamilton, Queen's University. Upper Library, Massey College. 8 p.m. (Toronto Renaissance & Reformation Colloquium)

*Some important organizational issues in planning and development of health services, using National Health Service experience with its reorganized services and relating this to Ontario developments*, seminar.

Dr. K.C. Charron, Division of Community Health. 235 FitzGerald Building. 3 p.m. (Please note time and place)

*Albert Herring* by Benjamin Britten, first production Opera Department season.  
Conductor Michael Evans, director

*The Impact of Immunology on the Future of Medicine*, ninth of fall series of special Sesquicentennial lectures at Science Centre.

Dr. Bernhard Cinader, Institute of Immunology. Main auditorium, Ontario Science Centre. 3 p.m.

*Orford String Quartet*, last in series of six concerts of *Beethoven String Quartets*. Walter Hall, Edward Johnson Building. 3 p.m. Tickets \$6, students and senior citizens \$4. Telephone 978-3744.

*Paul Brodie Saxophone Quartet*, Sunday evening concert.

Selections from Bach, Boccherini, Tchaikowsky, McPeck et alia. Great Hall, Hart House. Free tickets available to HH members from hall porter.

*Johann Löwenberg*, singer-songwriter. Newman Centre Coffee House. 8 p.m.

## Monday 5

*Paradise or Prison: Images of Nature in Some Early Canadian Plays*, eighth of nine lunchtime seminars, *Canadian Literature and Culture*.

Prof. Michael Tait, Department of English. 321 Pratt Library. 1.15 p.m.

*Antique Toys in Canada*, exhibition. Display includes hand-carved Noah's Ark filled with animals and cast-iron bank for pennies. Sigmund Samuel Canadiana Galleries.

## Tuesday 6

*The Grimsby Site*, lecture.

Dr. Walter A. Kenyon, Royal Ontario Museum. Lecture room, McLaughlin Planetarium. 4.30 p.m. (Toronto Society Archaeological Institute of America)

*Mordecai Richler and the Spanish Civil War*, last of nine lunchtime seminars, *Canadian Literature and Culture*.

Prof. Mark Levine, Department of English. 321 Pratt Library. 1.15 p.m. (Please note date and room.)

*Evaluating the Regional Trauma Unit: A Feasibility Study*, seminar.

Drs. J.I. Williams, Pepe Solari and Eugene Vayda, Department of Health Administration. 4171 Medical Sciences Building. 4 p.m.

*Israel's Water Resources: Problems and Solutions*, seminar.

Prof. Uri Shamir, Technion University, Haifa; visiting professor, Department of Civil Engineering. Auditorium, Medical Sciences Building. 5 p.m.

## Christmas Tree.

Annual Hart House evening of carols and Christmas readings. HH Chorus will give mini-concert; HH Singers will lead carol singing. Candy canes for children from Santa and his elf; mulled wine for adults. Children over seven welcome, bring blanket for warm seat. Great Hall, Hart House. 8 p.m.

## The New York School, art film.

Features Robert Motherwell and William de Kooning. Scarborough College, room TBA. 7 p.m.

*Brenda Mitchell*, etchings, and *Jan Willson*, weaving, exhibition.

Hart House Art Gallery to Dec. 23. Gallery hours: Monday, 11 a.m. - 9 p.m.; Tuesday to Saturday, 11 a.m. - 5 p.m., Sunday, 2 - 5 p.m.

## Wednesday 7

*The Maya World — A View from Belize*, lecture.

Dr. David Pendergast, director of Mayan excavations, ROM. Lecture room, McLaughlin Planetarium. 8 p.m.

*The Tragic and Comic Mask*, noon hour recital.

William Glenesk, the spoken word and song. Concert Hall, Royal Conservatory of Music. 12.15 p.m.

Constance Fisher, designer Maxine Graham. MacMillan Theatre, Edward Johnson Building. Dec. 2, 3, 9 and 10 at 8 p.m. Tickets \$4, students and senior citizens \$2.50. Telephone 978-3744.

## Saturday 3

*The Analysis of Intonation: Building a Reality*, lecture.

Dr. Philipe Martin, Experimental Phonetics Laboratory. 205 New Academic Building. 10.30 a.m. (Semiotic Circle)

*Mystery and Detective Stories Concerning Parasitic Animals*, lecture.

Dr. Murray Fallis, Professor Emeritus, Department of Microbiology & Parasitology. Convocation Hall. 8.15 p.m. (Royal Canadian Institute)

*Sesquicentennial Concert and Reunion of Hart House Glee Club Alumni*.

Music from 1827 to 1977. Distinguished guests: Dr. Charles Peaker and Dr. Keith Bissell. Great Hall, Hart House. 8 p.m.

## Sunday 4

*Annual Service of Advent Lessons and Carols*.

Trinity College Chapel. 4.30 p.m.

*Reception for Sesquicentennial Long Service Honour Award Winners*.

Nominators and colleagues are invited to be present at the recognition reception. Great Hall, Hart House. 3 to 5 p.m.